



# CONNECTICUT HEALTH EDUCATION EXCHANGE

Volume I A newsletter about health education issues, especially HIV/STD and teen pregnancy prevention Winter 2000

## The Connecticut Health Education Exchange

Welcome to the first edition of the Connecticut Health Education Exchange. This semi-annual newsletter is intended to inform educators and other youth servicing professionals of local, state and national efforts related to coordinated school health education programs, especially HIV/STD (sexually transmitted diseases) and pregnancy prevention.

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This newsletter is reviewed and approved by the SDE and Department of Public Health HIV/STD Task Force.



**“Students won’t always remember what we teach them, but they will never forget how we treat them.”**

*Dr. Linda Albert*

### Inside This Issue

- 1** The Connecticut Health Education Exchange
- 1** Coordinated School Health Education
- 2** The Goals 2000 Project
- 2** Web Sites and Resources
- 3** News Briefs - An HIV/STD Update
- 4** Bright Ideas - An Innovative Lesson on HIV/AIDS

## Coordinated School Health Programs

*Technical Assistance Awarded*

Recognizing the need to better address the wellness needs of Connecticut students, the State Department of Education in collaboration with the State Department of Public Health, community-based organizations and local school districts applied for, and was one of five states to be awarded, technical assistance to support Coordinated School Health Programs (CSHP).

The CSHP is an eight-component model that focuses upon promoting a healthy school environment, health education, nutrition, physical education, health services, psychological and social services, health promotion for staff and family and community involvement.

Through funding from the Centers for Disease Control, the Education Development Center (EDC) and the Society of State Directors of Health, Physical Education and Recreation (SSDHPER) will provide technical assistance to facilitate the coordination of services and programs to build state-level partnerships between governmental and non-governmental agencies. The second phase will be to support local school districts in implementing coordinated school health partnerships. CSHP is about keeping students healthy over time, reinforcing positive healthy behaviors throughout the school day and making it clear that good health and learning go hand in hand.

Look for an update in our spring newsletter.

### *Connecticut Health Education Exchange*

**Bonnie J. Edmondson**, HIV Project Coordinator:

**Connecticut State Department of Education**

**Division of School Improvement**

**Bureau of School, Family, Community Partnerships**

PO Box 2219, Hartford, CT 06145 phone: 860-566-6980

**Judith Rajala**, EASTCONN 376 Hartford Turnpike, Hampton, CT 06247

#### *To Receive the Newsletter:*

To put yourself or anyone else on the mailing list, please send your name, title, address, email and any questions or comments to:

**Maggie Meriwether**, Contributing Editor

Chippens Hill Middle School, 551 Peacedale Street, Bristol, CT 06011  
860-584-3881

# The Goals 2000 Project

The Connecticut State Department of Education (CSDE), the Regional Educational Service Centers and local school districts, have been actively involved in the development of the Goals 2000 Project. This project was designed to strengthen curriculum and instruction by identifying and disseminating benchmarks of student achievement through Connecticut's new curriculum frameworks.

The project has focused on the development of "performance tasks," structured experiences that cause students to apply previously learned skills and knowledge, with rubrics for assessing student work. The tasks are now being pilot tested in local school districts to generate student work. Feedback and review by health teachers is critical if these products are to be meaningful and relevant to classroom teachers. Once any changes have been made to the tasks and rubrics, the final products will be formatted for dissemination to districts in the spring of 2000.

This project reflects "best practices" and will be a valuable resource to districts as they develop and or modify their curricula, instruction and assessment strategies.

Look for an update in our spring newsletter.

## Resources

*Into Authentic, Performance-Based Health Education Assessment?*

### Try These:

Assessment Tools for Elementary, Middle and High School \$39.95 each

For an order form and product description contact ToucanEd Publications: 813-464-0508 or [www.toucaned.com](http://www.toucaned.com)

(\*For a price discount, mention that Connecticut is a member state of the SCASS Health Education Assessment Project.)

Get Organized: Guide to Preventing Teen Pregnancy, a three-volume manual developed for people who want to take action to prevent teen pregnancy in their communities. The National Campaign to Prevent Teen Pregnancy created this manual in collaboration with the U.S. Department of Health and Human Services and the Johnson and Johnson Family of Companies.

For more information: National Campaign to Prevent Teen Pregnancy, 2100 M Street, NW, Suite 300, Washington, DC 20037, Phone: 202-261-5655; Fax: 202-331-7735

## COMING SOON!

Look for these, and many other articles of interest, in our spring issue:

- **Coordinated Health Education Cadre of Trainers Project**
- **HIV/STD Task Force Mission & Current Projects**

# E-MAIL ADDRESSES NEEDED!

We are exploring the creation of a Health and HIV Prevention Listserv. This will be an electronic network that will help us to connect to you, and connect you to others.

We will use this network to disseminate timely information about coordinated school health programs, including HIV/STD prevention. Additionally, you will be able to send requests to all members of the listserv/mail-group in order to help you in your health-related work.

If you are interested in participating in this FREE service, send a message to Bonnie J. Edmondson: [bonnie.edmondson@po.state.ct.us](mailto:bonnie.edmondson@po.state.ct.us) with your e-mail address expressing your interest.



## Feature Teacher

Do you know an outstanding teacher in the field of health-education? If you would like to nominate a fellow professional to be highlighted in our next issue, please send the following information to the contributing editor by January 28, 2000.

- \* Your name, address and phone
- \* Nominee's name, address and phone
- \* A brief description of the attributes and accomplishments of this person and your reasons for nominating them.

Let's take time to honor and recognize the high quality educators we work with each day!

## Web Sites

Looking for a new web site relevant to Health Education?

Try these:

### Advocates for Youth:

[www.advocatesforyouth.org](http://www.advocatesforyouth.org)

### Centers for Disease Control:

[www.cdc.gov](http://www.cdc.gov)

### American Association for World Health:

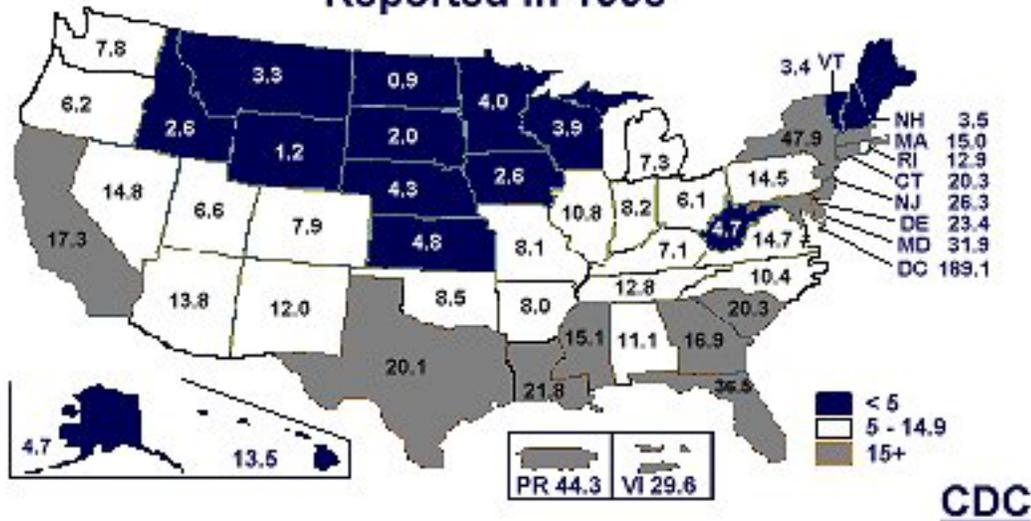
[www.aawhworldhealth.org](http://www.aawhworldhealth.org)

### The National Campaign to Prevent Teen Pregnancy:

[www.teenpregnancy.org](http://www.teenpregnancy.org)



## AIDS Rates per 100,000 Population Reported in 1998



### ANYONE CAN BE AT RISK

Many falsely assume that only certain special populations are at risk for HIV/AIDS. However, anyone who engages in higher risk behaviors may become infected with HIV.

The spread of HIV/AIDS among young people across the country is due to a combination of unsafe sexual and drug practices, inadequate prevention services and a misconception among young people that they are not at risk.

- ◆ 200,000 people in the United States are HIV-positive and don't know it, according to the estimates.
- ◆ Approximately 40,000 new cases of HIV infection occur each year in the US, according to projections. As many as 50% of those cases may be among young people under age 25.
- ◆ The total number of HIV-infected persons in the US is estimated to be between 650,000 and 900,000.
- ◆ Approximately 1 in 300 Americans is HIV-positive — 1 in 160 males and 1 in 1,000 females.

One of the best ways to prevent the spread of HIV is to promote open communication and greater honesty about issues of postponing sex, using safer sex practices and avoiding the sharing of needles and other injection equipment.

*Data source: American Association for World Health*

### Important Skills in a World with HIV/AIDS

- Learn** to make sound decisions about relationships and sex and to stand up for those decisions.
- Learn** to deal with pressures for unwanted sex or drugs.
- Learn** to recognize a risky situation.
- Learn** how and where to ask for support.
- Learn** to negotiate for postponed or protected sex.
- Learn** to show compassion and solidarity toward people with HIV/AIDS.
- Learn** more about the needs of people with HIV/AIDS and their families.

*Data source: American Association for World Health*



### Terms To Avoid When Teaching About HIV

- ◆ **Safe sex:** Any sexual intercourse (vaginal, anal and/or oral) outside a mutually monogamous relationship between two uninfected partners carries some risk. However, sex can be made *safer* by the consistent, correct use of latex condoms or barriers. Holding hands, hugging and many other forms of intimacy present no risk of HIV infection.
- ◆ **AIDS victim:** People with AIDS are not victims. *Victim* may convey a sense of helplessness and lack of dignity. Some people like to be thought of as “living with a chronic disease;” others prefer “person with AIDS” or “person living with AIDS.”

# Classroom Activities

## BRIGHT IDEAS



Below is an activity that can be used in the classroom to develop a knowledge base about HIV/AIDS.

### Information Baseball

The following questions have been separated according to difficulty. Feel free to add your own questions specific to grade levels. Students are separated into two teams. Flip a coin to see which team goes first. The first student chooses a question depending on the difficulty and is given the chance to answer it individually and receive full points. If they cannot answer, the team can offer help and receive points. If a student chooses a single and cannot answer it, the team can “steal” it for a point. The team retains ownership of “the ball” until one team member needs help or the team cannot answer the question. Then, the other team gets the questions.

#### Singles:

1. Name the virus that causes AIDS. (The human immunodeficiency virus.)
2. Name one way to prevent HIV. (Abstinence, no drugs, condoms, monogamy with an uninfected partner, etc.)
3. True or False: Magic Johnson has AIDS. (False, he has HIV)
4. What does HIV stand for? (The human immunodeficiency virus.)
5. HIV is caused by a bacteria or a virus? (Virus)
6. What is the only method of birth control that reduces the risk of HIV? (Condoms)
7. True or False: You can get HIV from donating blood. (False)

#### Doubles:

1. HIV attacks what type of cell in the immune system? (T-cell or CD4+)
2. How low does the T-cell count have to be in order to be diagnosed with AIDS? (Lower than 200)
3. What does AIDS stand for? (Acquired Immune Deficiency Syndrome)
4. What is the mostly widely used HIV test looking for? (Antibodies for HIV)
5. What is used to sterilize medical equipment to make them safe from transmitting HIV? (The autoclave)

#### Triples:

1. Explain the difference between being HIV positive and having AIDS. (HIV is where a person tests antibody positive and can transmit HIV but is not sick. With AIDS the person may be ill and has a T-cell count lower than 200.)
2. List three symptoms of HIV. (Flu-like symptoms, fevers, night sweats, swollen lymph nodes)
3. How long should a person wait after exposure before they get tested? (They should get a test immediately to see if they are already infected and then again three and six months later.)
4. Where can someone get tested anonymously and for free in this town? (Call your public health dept.)
5. What are three ways you cannot get HIV? (Toilet seats, hugging, using a public phone, etc)
6. What is rapid HIV test? (One which has results in 5-30 minutes.)

#### Home runs:

1. List the only four bodily fluids that transmit HIV. (Blood, semen, vaginal fluids and breast milk.)
2. Name three ways HIV is transmitted from one person to another? (sexual intercourse, sharing needles, mother to child.)
3. Explain why an insect does not transmit HIV. (An insect does not inject its own blood or blood previously bitten when it bites, HIV does not reproduce or survive in insects, insects usually do not travel from one person to the next to bite another and do not retain large amounts of blood on the surfaces of the mouth.)
4. List three opportunistic infections from AIDS. (PCP-Pneumocystis carinii pneumonia, KS-Kaposi's sarcoma, CMV-Cytomegalovirus, Candida or thrush.)
5. Name three uncommon ways HIV is transmitted from person to person. (Tattoos, body piercing, razors, etc.)
6. How many T-helper or CD4+cells does a healthy person have? (500-1500 per milliliter of blood.)

\*We would encourage students to research further information for possible addition into this activity.

\*\*Anyone who would like to submit an innovative lesson plan, please send all ideas to the Contributing Editor.